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IT'S TIME FOR A CLASSICAL MUSIC COMEBACK

Why are classical music concerts so poorly attended? What can we do about it? See page 5.

ANTARCTIC ADVENTURES

Hamilton students travel to the bottom of the globe to perform scientific research. See page 8.

WOMEN'S LAX HEADS TO NESCAC SEMI-FINALS

The Women's Lacrosse travels to Trinity this weekend to play in the NESCAC semi-finals. See page 16.

THE SPECTATOR

Thursday, May 3, 2012

Volume LII Number 25

Women's rugby holds a full contact formal

Although they may be wearing dresses, the Hamilton women's rugby team is not a group to be messed with.

by Caitlin O'Connor '14
Sports Editor

As high school girls across the country slip into prom dresses for the most formal event of the season, Hamilton women don the same gowns for a less classy and much muddier event.

On Saturday, April 30, the women's rugby team held the annual Prom Dress Rugby match at 2 p.m. on Minor Field.

The annual tradition is a unique experience not just because of the girls' attire, but also the return of alumni who want another shot at the game they loved throughout their time on the Hill. According to first-year Rebecca Gaines, the girls "loved meeting the alumni and seeing how their passion and skill has stayed with them after graduation."

Due to the small size of their opponent, Cornell, Hamilton alums volunteered to join their ranks, creating a unique rivalry between former teammates during the match.

see *Rugby*, page 14

Annual AIDS Hike for Life raises $44,378

by Emily Moore '15
Copy Editor

This Sunday, the annual AIDS Hike for Life took place on the Hamilton campus. A not-for-profit organization, the AIDS Community Resources, sponsored the event. All profits remain in the Mohawk Valley to support prevention, education and support for those affected.

This year, the Hike raised money for three causes. The Teen AIDS Task Force mentors teenagers about sex, alcohol and healthy eating. Gay, Lesbian, Transsexual and Questioning youth programs in Utica provide support for LGBTQ teens. Emergency-Basic-Human Needs makes support available to those infected with HIV and their families. AIDS Community Resources is dedicated to assisting these organizations and others like them with financial and volunteer support, as well as raising awareness about AIDS.

Volunteers arrived on campus to set up for the AIDS Hike for Life as early as 7 a.m. on Sunday morning, and many had been working on Saturday as well. Rebecca Gaines '15 participated in the Hike and was impressed by the dedication of the volunteers organizing the event. As someone who had experience in planning fundraising walks, she was drawn to the idea of participating in the AIDS Hike for Life.

She said, "It was a really great event to be a part of, and we were really happy about the level of participation...People were in a great mood and excited to walk or run for this amazing cause."

As senior class president, Adrian Ntwatwa '12 co-chaired the Hike, but it meant more to him than just another aspect of his job. Uganda, where Ntwatwa was born, experienced serious incidences of AIDS in the early 2000s but rates dropped due to campaigns in the country. Naturally, this was a very personal issue for Ntwatwa and one he wanted to raise awareness about. Even though the money raised is not going to Ugnada, he says, it goes "towards combating a disease that affects us all and is a global problem."

This year, the AIDS Hike for Life raised $44,378, surpassing what was raised last year, and more money from the Hike is still coming in. It is still possible that they will meet their $50,000 goal. Ntwatwa attributes this increase to the amazing efforts of the organiz

see *Hike for Life*, page 2

Julie Ross '84 named Class and Charter Day speaker

by Adam Fix '13
News Writer

It is the implicit duty of the Bicentennial Class and Charter Day Speaker to reflect on the past while looking towards the future. Julie Ross '84 is president of the Hamilton Alumni Association and professor of Legal Research and Writing at Georgetown University Law Center. For this year's Class and Charter Day Ceremony, she will present a speech entitled "Reflections on Inspiration, Transformation, and Hamilton at its Bicentennial."

"I'll look back to the Class and Charter Day remarks given by Edgar Couper '20 in 1962, when Hamilton was celebrating the 150th anniversary of its charter," Ross explained. "I'll also talk a little about who inspired me during my time at Hamilton, including some professors who are still on the Hill today and what that has meant for me in the years since then."

Reflecting on both the past and future, Ross plans to conclude with "some thoughts about how institutions like Hamilton endure because of the people who are part of them and how students and faculty like the ones who are recognized at Class and Charter Day inspire and transform one another and become part of the story of what Hamilton is today and what it will be tomorrow."

Ross will also discuss Hamilton as she remembered it. "The College had only been co-ed for two years and women made up only a little over 40 percent of the student population," she recalled. She noted that the only computer on campus occupied an entire room in the library basement, the old Bristol bowling alley, the Preppy Handbook. Finally, she added that "the Hamilton community was full of warm, intelligent, and very funny people."

Executive Director of the Office of the President Lori Rava Dennison said that "as an alum, president of the Alumni Association and an educator, Julie can speak first-hand to the traditions of Hamilton, life as an undergraduate and the role of a teacher and mentor." According to Dennison, "President Stewart selected Julie after consulting with her senior staff and other campus colleagues."

Ross has been teaching courses at Georgetown Law School in legal writing, entertainment law, music law, and transnational legal studies for 14 years.

see *Julie Ross*, page 3

AMHERST BATES BOWDOIN COLBY CONNECTICUT COLLEGE

NESCAC NEWS

by Min Sohn '15
News Writer

Bowdoin RoboCup team prepares for International Competition

Bowdoin prepares to compete in RoboCup, an international robotics competition founded in 1997, which is held in Mexico this year. Bowdoin will be one of many who pursue the official goal of the project as stated on the RoboCup website, "By mid-21st century, a team of fully autonomous humanoid robot soccer players shall win the soccer game, complying with the official rule of the FIFA, against the winner of the most recent World Cup." Bowdoin, however, has gotten off to a rough start, finishing fifth in the recent RoboCup U.S. Open held on their home turf.

Despite being founded in 2005, the Bowdoin team has had a very successful record, including a first place finish in 2007 and a second place finish in 2009. RoboCup, however, adds new rules every year, and the new rule of using two-legged robots changed from the original four-legged models, was a significant hurdle for this young team. As club advisor Eric Chown told the *Bowdoin Orient*, "It was such a hard problem that I didn't think we could do it with undergraduates." Bowdoin's saving grace was two students who wrote a walk engine that finished second in the world. Unfortunately those two students graduated, and Bowdon now led by captains Octavian Neamtu '12, William Dawson '13 and Danielle McAvoy '13 have had to deal with figuring out the difficult software. Earlier this year, the robots were still struggling to walk on two legs.

Fortunately the winner of each previous RoboCup publishes their code, and Bowdoin plans to adapt University of Bremen in Germay B-Human's walking code. This move comes from necessity as Neamtu told the Orient, "You need one of two people to work just on [the walking code], and we don't have that kind of man power." Having taken care of the most basic problem, the Northern Bites focus on other key needs as they get ready to travel to Mexico City in June and compete against teams from around the world.

A reoccurring pattern sparks major student response at Swarthmore

In what has been an unfortunate pattern in Swarthmore the past school year, another form of hate speech was found on a wall near the entrance to a dorm. As the Daily Gazette reported, the chalking stated: "Queer Dorms" with an arrow pointing to Worth Hall among other things. The culprits are unknown, and the chalking was immediately washed off upon discovery.

Administrators, students, and faculty gathered at Collection last Friday to discuss these chalking. In comparison to the previous Collection, students have expressed a much greater desire for a plan of action. After a similar incident in March, students have started to realize that not much has changed, and people need to start acknowledging the problems in the environment they reside in. As Kenneson Chen '14 told the Gazette, "These we keep feeling from hate are part of a structure that we are walking on and we choose not to look down."

Dean of Students Liz Braun has since stated that plans are moving forward on re-imagining the diversity workshops, providing opportunities for extending conversations throughout the year, and working to bring bystander training to campus. A Diversity Inclusion Implementation Committee has also been formed to assess what it means to be a diverse community.

MIDDLEBURY TRINITY TUFTS WESLEYAN WILLIAMS

Aids Hike for Life receives 'unprecedented turnout'

*from **Hike for Life**, page 1*

ers of the run and the AIDS Community Resources and the support of the community. "It was an unprecedented, turnout and I hope even more people participate next year and continue to break the fund-raising record till the word is rid of HIV/AIDS."

Ntwatwa also made sure to especially thank Jeannine Murtaugh, Melissa Camman and those who helped plan the event for all of their hard work and for helping make the event so successful.

Student Assembly Update

by Emily Moore '15
Copy Editor

ABC House

Representatives from the ABC House came to this year's final Student Assembly meeting to thank Hamilton for their help during the past year. Their goal each year is to provide a consistent home life that will help their students excel. Contributions from Hamilton help them do that, like the check that student Assembly and the Philanthropy Committee presented them with prior to the meeting for $2,276. This fall, they will accept two new freshmen, and they will be saying goodbye to two graduates at the end of this year. They are proud to celebrate their 40th anniversary this year, which happily coincides with Hamilton's Bicentennial.

Social Traditions

Social Traditions Committee ran into some trouble this year with their Class & Charter Day T-shirts. Because they were unable to finalize the bands performing this year until a much later date than usual, they could not order the shirts until two weeks ago and they will not arrive until Wednesday. There will be no time to sell the shirts, which is why they were given away in the email sent out on Sunday. Over 1,100 people responded to the email in the first hour alone, and there are only 500 shirts, so not everyone will be able to get one.

ELS's 'Tell Me What You Know' series brings Tamora Pierce to campus

by Sean Fujimori '14
News Contributor

Tamora Pierce's entrance to the podium set the tone for her lecture in the Events Barn on Monday, April 30. Shuffling tiredly up to the microphone, she turned away to hack a violent cough before turning back with a wry, energetic smile and informing the audience that she liked to begin her presentations with that lightly self-deprecatory routine. She presented the crowd of almost one hundred students, faculty and community members with a caricature of an elderly writer and effortlessly turned the stereotype on its head with a humorous, insightful and vivacious lecture. This inversion of expectations reflects a common theme of Pierce's fantasy novels. Her first four novels, *The Song of the Lioness* series, follow a young heroine named Alanna as she switches identities with her twin brother in order to become a knight.

Pierce engaged the audience with humor, grace and a sincere candidness that fostered dialogue between the author and Hamilton students. Many students asked about specific aspects of her writing and editing process, while others wanted answers to questions about the fantastic universes and adventures manifested in her stories.

When asked whether she considers herself a feminist, Pierce replied without hesitation: "Of course I consider myself a feminist. I've worked long and hard to be a feminist." She went on to point out that any woman who votes or has a career could be considered a feminist. With characteristic humor, she claimed that she had been kicked out by the second wave of feminism for "sleeping with the enemy and having a sense of humor," musing that she has more in common with the third wave.

Pierce managed to reveal her worldview without overt value judgments, actively displaying for the audience the answer to another question, whether she tries to include life lessons in her work. "No, never," she responded. "You try to put in life lessons and kids will throw your book away—do not lie. Your characters are a part of you. Villains show what you think a villain is, what bad behavior is. It comes across deeply embedded in the text. Values come across, especially in fantasy, a medium that lends itself to idealism."

She later claims that her goal is to make her fantasy "as real as humanly possible," in response to a question about the justification for the presence of sex in novels for adolescents.

Her unique relationship with her characters gave rise to fascinating portions of Pierce's talk when she spoke about the process of creating the narrative of her stories. She gave instances where she had a plot point in mind, only to realize that it had to be changed because it contradicted the essence of a character.

Given her wry humor, much appreciated by the audience, it was fitting that she named Mark Twain as her favorite literary figure, noting that his work is "just as fresh and cutting and contemporary" today as it was when he wrote it.

Members of the audience enthusiastically recounted the impact Pierce's work had on their early reading experiences. Dewi Caswell '14 called her "One of the best speakers I've ever seen at Hamilton," also noting that some of the first books she enjoyed reading were Pierce's.

Alex Zeig '14 was particularly struck by the quality of her advice for writing and publishing, claiming, "I learned more about writing in that hour than in any class at Hamilton."

After an informative and engaging conversation with the audience, Tamora Pierce signed books for her fans at Hamilton College, concluding an extraordinary evening of spontaneous humor, entertaining anecdotes and lucid advice by the distinguished author and editor.

De-stress Fest leads into finals week

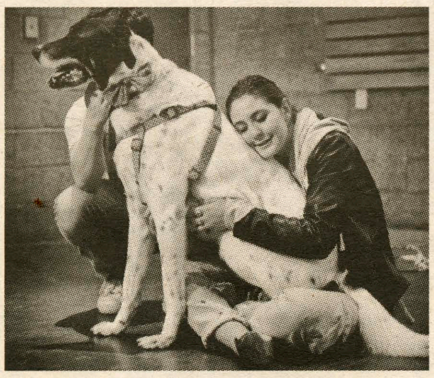

PHOTO BY NANCY FORD

Active Minds co-presidents Liza Strauss '15 and Meghan O'Sullivan '15 coordinated a De-stress Fest in conjunction with HAVOC. Events included coloring with crayons in Commons, signing a pledge to de-stress by finals and Paws to Relax. Above, Molly Lazio '14 hugs a dog from the Rome Humane Society.

Alumna to speak at Class and Charter Day

HTTP://WWW.SPILLANEPLC.COM/

*from **Julie Ross**, page 1*

She previously worked as a litigator in Los Angeles, handling civil disputes for clients in the entertainment industry. She has been Alumni President for three years, with her term ending June 30th.

Ross follows previous Class and Charter Day speakers Professor of English John H. O'Neill in 2011 and trustee Art Massolo '64 in 2010.

Half-Century Annalist Letter

William N. Yeomans, Class of 1955

'The Silent Generation'

At every 50-year reunion, the class annalist presents a letter looking back on his time at Hamilton. In honor of the bicentennial, The Spectator *will frequently run excerpts from these letters.*

We came here in the fall of 1951 when the Dow was at 250, and the population of the U.S. was about half what it is today and predominately white. There were 48 states; Alaska and Hawaii had yet to be admitted. Communications and electronics were primitive. Many of us had telephone party lines at home, and on campus, we depended on a few pay phones to call out. Cell phones were in the distant future. There were no computers or calculators; we worked out math problems with slide rules. There was no Internet and there were no Blackberries. If you wonder how we kept track of our busy social schedules without Blackberries just keep in mind, Hamilton was an all men's school and the nearest women's colleges were hours away. We had no social lives.

There were few airline flights and we traveled by train or car. The New York State Thruway was not completed until after we graduated so we drove home on back roads through towns like Greene, Seneca Falls, Deposit and Sharon Springs. Newspapers, not TV newscasts, were our main source of information. Pro football was a minor sport, and if we knew of wardrobe malfunctions it was not from halftime shows.

We were too young to have been World War II heroes, and we were too old to be free spirits like those who followed in the '60s. Our parents had gone through the Great Depression and World War II, and they were wary. All could be lost at any minute. They kept their money in the bank and built bomb shelters. They had lessons for us from their years of hardship, one of which was children should be seen and not heard. We took that to heart and kept quiet.

Harry Truman was president when we got here, succeeded in 1952 by Dwight D. Eisenhower. Things were okay — we didn't want to make any great changes; we wanted the security of a better life in the future than our parents had. If we had political opinions, we kept them to ourselves. We were the Silent Generation. Dave Sagman and I decided that, to bring home the full impact of the Silent Generation, I could get up here, stare at you for 15 minutes, and then sit down.

Many of my classmates told me they remember freshman year with mixed feelings just as I did. We were excited to be here and were awed by the beauty of the place, but we were stunned by the difficulty of the coursework. We may have been in the top 10 percent of our secondary school classes, we may have had high SATs, but we were not prepared for the hard work and hard thinking that Hamilton demanded. One classmate told me, "I took freshman chemistry. On the first day the professor walked in and said 'good morning.' That was the last thing I understood all semester."

Endless hours in Professor Yourtee's labs, 65 pages of bone dry history text assigned by Professor Ellis to be read by next class, thousand-word themes to be written while Professor Nesbitt waited with red pencil to slash them to pieces. All the while buffeted by icy winds, abandoned on this remote hill to dark winter days, and wondering where all the women in the world had gone.

Of our freshman class, about 46 percent came from Upstate New York where Hamilton was fairly well-known. Those of us who came from farther away had the task of explaining where Hamilton was to people back home. Alexander Woollcott, Class of 1909, had the real answer. He told a Princeton man, "My own college is Hamilton, and if you don't know where that is you can go to hell."

Thoughts on Theses

Despite the griping and groaning that will be heard over the next few days regarding senior theses, these projects are a hallmark of an Hamilton education; one of the experiences that makes Hamilton unique and denotes the quality of a Hamilton education. Undertaking a large research project allows students to explore their concentrations in depth, to integrate the range of information learned in their classes and to use the models and theories collected during their college careers. This experience, however, is not consistent across majors and, as a result, many students are missing out on a valuable opportunity to acquire a capstone to their four years of work.

Although many majors encourage or require original, independent research, many do not require a culminating senior project. For others, the process behind the project does not differ from any other paper that students would complete for a class, though the paper may be longer. These students are not being encouraged to think independently or to integrate information on their own at the high level expected of seniors. Being forced to do so prepares seniors for their future career pursuits in that they know how to think clearly and innovatively, ensuring that they will excel in their field of choice.

Universal requirements, however, could make having two concentrations increasingly difficult. Even now, the College lacks a universal method to ensure the possibility of two concentrations. Often, students must complete two theses simultaneously because departments refuse to budge on which semester the thesis must be completed. Hamilton's philosophy encourages students to be engaged in learning a range of disciplines, which naturally generates many students who want to pursue double concentrations. The College could do more to help those who want the opportunity to explore more than one topic in depth do so in a meaningful way. Perhaps those with double concentrations could pursue a project that combines both disciplines if so desired, allowing for a true liberal arts experience. Students pursuing interdisciplinary studies could benefit from more flexibility in their theses from their departments.

The requirements for senior projects also vary widely across majors, which affects students' choices in deciding on concentrations and the value of the experience. While some departments only require that their concentrators take a senior seminar, others require two full semesters of independent research. These differences should be equalized so that students choose their concentration based solely on interest, instead of the perceived difficulty of the thesis.

Finally, we would like to thank those departments that give their senior concentrators exit surveys, in which students evaluate the value of their experience. Such a survey is extremely valuable in ensuring that students are acquiring a cohesive and meaningful understanding of their chosen discipline over their four years at Hamilton. We would like to encourage those departments that do not already undertake such a survey to do so in the future to allow them to be constantly evaluating their program and how well they are serving their students.

Despite the complaints of current seniors, and the dread experienced by underclassmen, senior theses are valuable learning experiences. Students graduate Hamilton not only with a diploma and a cane, but also with the ability to conduct research and convey that research clearly and concisely. We hope this particular tradition continue for future generations of Hamilton students.

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Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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Classical concerts deserve the Hill's full attention

By Charlotte Hough '14
Opinions Editor

Walk into Wellin Hall on a Friday or Saturday night, and you will probably find it half-full, at best. Then again, I am sure that a handful of people reading this wouldn't know that because they have never actually done this. The weekend should be reserved for heavy partying, right?

But let's back up a little bit. For those who aren't aware, Hamilton brings many professional musicians and other types of performers to the Hill each year through the Performing Arts Series. The concerts are funded in part by the Bristol Endowment, the James T. and Laura C. Rhind Fund and New York State Council on the Arts. My guess is that these funds provide a larger part of the money needed to bring the Series' performers than do ticket sales, at least based on the low attendance I have witnessed.

In all honesty, though I go to some concerts because I enjoy classical music and am genuinely interested in hearing them, others I go to as a way of fulfilling my five-concert attendance requirement as a music student here at Hamilton. I admit that I sometimes avoid weekend-night concerts because I don't want them to interfere with other plans I have. I still get frustrated, however, when I see how empty the audience is for performances I do attend that feature such talented musicians.

I have performed in poorly attended concerts myself. For example, at the chamber ensembles concert two Fridays ago which probably had a total of 10 people in the audience; it does not exactly inspire feelings of accomplishment.

Now I'm sure these performers don't need an ego boost. That's not my point. What I do wonder is why more Hamilton students don't take advantage of such great opportunities to hear high-level music. To hear a good classical concert in Boston will cost you at least 50 bucks. Here, with the help of the Endowment and other funds, student tickets often cost as little as five dollars!

PHOTO BY ROBERT DRISCOLL

Hamilton College Orchestra performed on April 27.

I think it might partly come down to a certain culture that seems to define Hamilton's social scene, known as the "work hard, play hard" ethic, or the idea that students study intensely during the week and then party hard on the weekends. So students may not go to a Performing Arts Series or Music Department concert during the week because they are too busy studying, and may opt out on the weekends because they're drinking, or letting loose in other ways. Going to listen to a symphony immediately after finishing an academic paper may not seem like the best way to relax. Maybe this is an oversimplification, but I am sure that it in part rings true.

It could also be that there's simply not very many people at Hamilton interested in the genres of music that are represented in the Performing Arts Series—classical, jazz and experimental, among others. If this is the case, then I respect it. But I would also urge students to put aside their skepticism and attend a concert in Wellin. They might discover a new interest or passion.

Some student concerts may be better attended than the professional ones, simply because students ask their friends to come support them. But even these, as I mentioned before, are not as full as I think they could be. The music department definitely does their fair share of advertising—through posters and all-campus e-mails. Some of it may get lost in the slew of other information that is thrown at us (20 + emails a day?! and have you seen the bulletin boards/bathroom stalls?). So where's the answer?

A Google search on classical music appreciation brought me to the page of the Electric Opera Company's "Classical Music Appreciation Project." They describe my dilemma succinctly: "Despite containing some of the greatest artistic achievements in the history of mankind, the Classical Music Catalogue has lost its luster in modern pop culture. Modern ears don't take to the works of Mozart and Beethoven as easily as they take to Katy Perry, Rihanna and many other artists who sit atop the pop charts in 21st Century society."

The project seeks to expand classical music appreciation through education and performance, and by "presenting them in a modern, accessible medium." The Electric Opera Company does this by having its orchestra perform on electric instruments and by re-working scores. It's an interesting idea that has apparently brought them some success.

I think Hamilton should explore the idea of classical concerts in new mediums, but in a different sense than the Electric Opera Company has. Concerts in smaller, more casual venues such as Opus might be better attended. This would take away the stigma that seems to be attached to going to classical music concerts. Other than that, I think it's really up to the students. I could urge you all to come to more concerts, but would that do anything? Just remember, you only live once (or YOLO, as some prefer to abbreviate)! The opportunity to go to a five-dollar concert won't be around forever.

The shortcomings of Residential Life

By Peter Adelfio '13
Opinion Contributor

This past August, I had the pleasure of being an Orientation Leader (OL) for the Class of 2015. I served with 50 or so devoted individuals as we volunteered our unpaid time to return to campus early and act like adrenaline-fueled crazy people for over a week. All OLs shared two defining traits: We love this school, and we care enough about people we've never met to donate our time towards making their entrance to this institution as easy and as fun as possible. Not only that, but we were lucky enough to work directly with Lisa Magnarelli and the Student Activities Office. Lisa and her group of dedicated compatriots work tirelessly to make this campus a more fun, exciting and unique place. Perhaps nowhere is this office as directly noticeable as Orientation, as, over the years, they've perfected Orientation week to a tee. And now, suddenly, the purview of this important and complex organization (Orientation Leaders) was shifted to that of Residential Life.

The Office of Residential Life is the single greatest institutional failure currently on this campus. Their main concern is housing and maintaining a successful housing lottery every year. Gender blocking in the suites, meant to ensure fraternities and sororities do not overwhelm either Milbank or Babbitt, hardly ever affect Greeks and almost always ruin the housing plans of independents, especially those with multiple genders in their suite (already an impossibility with gender blocking). The process is overly complex and restrictive with the intention of breaking up Greek life, preventing mass destruction in the suites and making independents more comfortable to live where they choose. This policy is all well and good in theory, but it is staggeringly obvious that it will never work out in practice. Individuals who choose to be destructive will be destructive regardless of Greek affiliation, and friends who want to live together with good enough housing numbers will find a way. Res Life is stuck in their nonsensical and illogical practices that ruin the housing (and, as we all know, friendships) of far too many Hamilton students.

The points system is another area that Res Life is directly responsible for, and is another system that desperately needs reworking. I'm not going to argue for some anarchist solution, but the behavior the points system—combined with Campus Police—promotes is the exact opposite it ought to be promoting. Camp Po loves to break up parties before midnight on Friday and Saturday nights where individuals are relatively safe, drinking beer for the most part, and posing practically no danger to themselves or others. Students are terrified of being caught with an open container of beer underage (two to four total points), so they scamper off at the first sign of an officer. Obviously they are not done drinking because its barely 11 p.m., so they return to their room to take shots behind closed doors instead of drinking safer alcohol in a large group of people. Their resentment at leaving the party and inability to spread drinking throughout the night lead to too many shots, which leads to being EMT'd or worse.

> **"Res Life has proven to many of my friends and me, time and again, that they do not know how to make this school safe, fun and enjoyable for the community at large."**

All of this damage is because the points system is designed to hurt individuals who are safe with their drinking: large groups, beer, and long sustained drinking, as opposed to brief and intense drinking. Of course, Res Life should still give points for things that are illegal, but please don't reward secretive dangerous behavior. Instead, reward open and relatively safe behavior. College students will drink, so don't enforce rules that require drinking to be stupid and deadly.

I'm not here to vilify the individuals in Residential Life. Travis Hill, Ashley Place, Margaret Di Gennaro, Janine Knight and many other Res Life employees all have glowing support from many people who know them personally. From my experience with them, they are good and intelligent people who truly do want to make this school a safer place. My argument here is that this important and intrinsic office is the result of years of inaccurate and illogical practices that need to be seriously reconsidered, especially if the office is given more purview and power. I've had fellow OLs tell me that the tangible changes to Orientation are going to be miniscule and positive, and I have no reason whatsoever to doubt them.

Yet Res Life has proven to many of my friends and me, time and again, that they do not know how to make this school safe, fun and enjoyable for the community at large. They have shown they get joy out of punishment and think the only way to get people to stop behavior is to make punishments for it harsher and harsher, a tactic that our own government has shown to be horribly wrong for hundreds of years. I certainly hope that the changes Res Life makes to orientation do not reflect the authoritarian, dangerous and hurtful practices they promote throughout the school year.

The backstory of KONY2012 documentary

By Chris Delacruz '13
Opinion Contributor

It began over spring break for the executive board of the Black and Latin@ Student Union and me, with the release of the viral KONY2012 video by Invisible Children. Upon first viewing, I was incredibly excited and ready to make Joseph Kony famous so that he could be arrested.

Why should he be arrested? Joseph Kony is a Ugandan Warlord who originally led a campaign in northern Uganda, brutally killing civilians and kidnapping child soldiers. Moreover, he forced those children to kill and disfigure other children or their parents. As of today, Kony has moved his campaign into the surrounding African countries, such as Sudan and the Congo, continuing to commit crimes considered as crimes against human rights.

The video makes the argument that the only reason that Kony has yet to be arrested is because nobody knows who he is and cites making Kony famous as its cause. The viral video was incredibly well made, but within the first few days of its release, controversies began to arise about the video and Invisible Children.

Some examples of these controversies are the video's use of stereotypes of African countries, what Invisible Children was actually using the money for, the role of the International Criminal Court in indicting Joseph Kony and the director's misportrayal of the government.

With all of these arguments and data sprouting up all over the internet, I got the idea to go around campus interviewing people known for having a speciality that coincides with the topics involved in KONY2012, such as Emma Leeds '12, who specializes in social media, and Professor Stephen Orvis of the government department, who specializes in African politics. My goal was neither to attack nor defend the movement or the group but, rather, to analyze KONY2012 from a variety of angles in order to better understand the phenomenon.

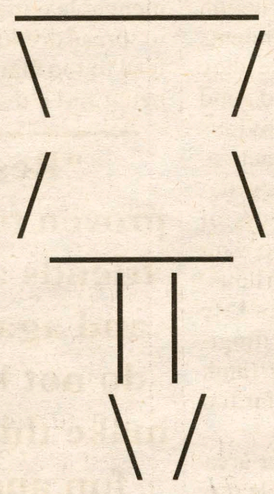
Conducting the interviews and editing the film involved an intense amount of work. We started this project upon returning from spring break, with limited funds to put towards making the film, and few qualified individuals (mainly Wlajimir "Jimmy" Alexis and myself) to work on editing and production.

There were many times where we came close to scrapping the entire project because of the difficulties of simultaneously working on the film and balancing academics, the responsibilities of being on the BLSU E-Board and other extracurriculars.

However, we thought the education and analysis of this historical movement was too important to simply toss under the table. After the release of the first trailer and the extended trailer, in particular, the support and excitement of the campus led us to believe giving up on the project was no longer an option.

We put our heads together and were eventually able to put together a great documentary. Moreover, we had a fantastic turnout and a lot of support at the event. We will be uploading the full documentary online within the next few days so that everyone on campus can see and access it at their leisure.

We hope that everybody enjoys the documentary and that it spurs you to critically analyze the KONY2012 and all future socio-political movements that sprout up. Full interviews with the participants will also be released over finals week. We hope everyone on the Hill enjoys the finished product.

Thumbs Up	Thumbs Down	Thumb Tack
Class and Charter Day Awards: And none for Gretchen Weiners. Madrigal Choir Concert: Yo! Yeah bro let's go listen to some madrigals woooooo! C&C Day T-shirts: Aww yeaahhhh, tank tops really bring out the pimples on my chest!	Class and Charter Day Email: Okay Nancy, you got us, guess we'll stop drinking now. Inbound Calling Problems - Aw poo, now my landline's useless and obsolete. Class and Charter Day Thunderstorms: Fine, Thor, I'll go see your goddamn movie instead.	

by Matt Seaman '12, Andrew Robinson '12, Michael Magaziner '14 and Wynn Van Dusen '15

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

The Cuban Embargo needs to end

By Scott Hancox '14
Opinion Contributor

Hamilton College students may not feel as if they are directly affected by Cuba and the presence of the American embargo on this nation, but they are. Before explicating this connection, I feel that I must provide a quick historical background on American-Cuban relations.

The United States has maintained a near-total economic and diplomatic embargo on the nation of Cuba since the early 1960s. Originally, this embargo was a political measure meant to signify the West's adversarial relationship with leftist regimes such as the socialist government in Cuba. However, since the application of the Cuban embargo, significant geopolitical changes have taken place.

The Cold War has ended and the Soviet Union has collapsed. Raúl Castro has loosened political restrictions, increased the number of venues available for political dissidents and increased the degree to which the Cuban economy is open to the free market. These liberal reforms and the collapse of the Soviet Union thus destroy the validity of the traditional justification that the American government has used to justify the maintenance of the Cuban embargo. This ideological revolution has led many contemporary political analysts to argue for the, in my opinion long overdue, removal of American sanctions on Cuba.

In addition to this delegitimization, the international community is overwhelmingly in favor of the removal of the embargo. Moreover, recent polls indicate that the majority of Americans now believe that the embargo should be lifted and Cuban-U.S. relations should be renormalized.

However, the widespread international opposition to the embargo as well as the changing geopolitical circumstances surrounding its existence have seemingly not yet constituted a valid enough reason for the American government to remove the embargo. This official stance, however, must be changed, as to remove the Cuban embargo is to benefit both Cubans and Americans.

Since its application, an estimated $86.1 billion worth of costs have been incurred in Cuba as a direct result of the embargo. These costs represent a significant loss of commerce for Cuba but also demonstrate the rough level of economic losses the U.S. has incurred over the past 50 years as well. Cuba's potential primary exports to the U.S. include Cuban cigars, Cuban rum, agriculture, sugar, oil and groundbreaking pharmaceutical products. These in-demand products would have wide-reaching benefits in American markets if the U.S. were to lift the embargo.

For example, Cuban researchers in Cuba's advanced pharmaceutical industry have recently discovered a medication named TheraCIM, which has been shown to reliably treat brain tumors in the necks and heads of children. Thus, removing the Cuban embargo would directly lead to lower child mortality indicators in America, increasing both the international prestige of the U.S. and American health care standards.

This embargo also bans all American tourists from visiting Cuba. This ban is not only undiplomatic, it also unnecessarily restricts the average Americans' freedom of travel. These effect of the removal of this embargo will also resonate at a local level, as Hamilton College students would then be able to study abroad in Cuba, increase their overall level of health and enjoy Cuban commodities such as coffee, rum, cigars, sugar and citrus fruits.

This list of potential benefits is substantial, but the most important argument for the removal of the Cuban embargo is that, throughout the 50 years that it has existed, it has not been successful at all. It has not been able to destabilize the socialist government in Cuba nor has it convinced Cuba to become a democratic-capitalist nation. Not only has it failed, but there are also no tangible benefits for keeping the embargo in place anymore. Thus, the failure of this embargo to achieve its chief goals, the economic potential of its removal, the widespread popular support for its removal and the removal of the ideological justification for its original application indicate that the Cuban embargo should be promptly removed.

To support this cause, Hamilton College students can spread the word by signing some of the numerous online petitions against the embargo, contacting their local representatives and pressure them to remove the embargo or, at least, to put the issue higher on the political agenda, and organizing rallies for popular support.

"Bachelor and Bachelorette"

L.J. Scurfield '12

Hometown: *Harrisburg, PA*
Home on Campus: *Milbank*
Major: *Classical languages*
Turn On? *See Bridget's*
Turn Off? *Red hair*
What is your worst habit? *Biting my nails*
Lights on or lights off? *Turn on the lights in here, baby*
If you had to describe yourself as the love child of any two musicians, which would you pick and why? *I'd have to say Chris Martin and Adam Young. Chris is a Classics major and Owl City soothes my soul.*
If you had to create a new points system what would be the #1 offense? *Drinking inside on a beautiful day*
What advertising slogan best describes your life? *"Gotta catch em all" -Pokemon*
What movie genre best describes you? *Chick flicks - guilty pleasure*
What's the best pick-up line you've ever used/had used on you? *Wanna come back to my room and ...*
What's your spirit animal? *Cat. Cat face all day, all night.*
What's your type? *Shorter than me!*
Where do you go when you want to be alone? *Steven Saurbier's bed.*
What are 3 things you cannot live without? *Golf, love, and Matt Langan.*
If you were a food, which would you be and why? *A samosa. Crunchy on the outside. Yummy on the inside.*
If you were any social space, what would it be and why? *Old school ELS. Need I say more?*
If you could get rid of one group on campus, what would it be and why? *Pb... I mean the golden bike guild*
If you could join one group on campus, what would it be and why? *KDO. For naked capture the flag*
What would you say is your best feature? *My awkwardness and self-confidence.*
If you could trade jobs with anyone at Hamilton for a day what would it be? *Whoever picked the class and charter day bands and I think that explains itself*
If you could break one rule at Hamilton and get away with it, which would you choose? *Fire extinguisher since I've always wanted to used one.*
What would you give a thumbs up? *Clams at the pub.*
What would you give a thumbs down? *Streaking team.*
What is the weirdest thing currently in your room? *A double-sided dildo. Well I guess it's chopped in half but still...*
What would your perfect date be? *A round of golf followed by The Only Cafe and then who knows. We'll see where the night takes us.*
Who is your campus crush? *That redhead next to me.*

PHOTO COURTESY OF BRIDGET VELLTURO '14

Bridget Vellturo '14

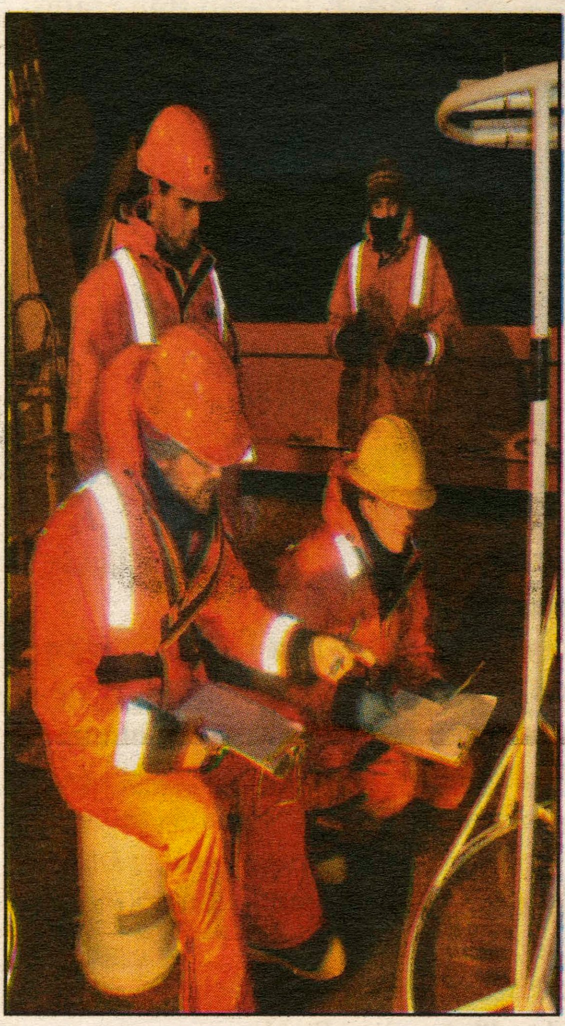
Hometown: *Concord, MA*
Home on Campus: *Bundy East*
Major: *Classical Languages*
Relationship Status: *Taken. Like the Liam Neeson classic.*
Turn On? *Slevel*
Turn Off? *Levels*
If you were a dorm, which would you be and why? *Carnegie, cause one day imma be insanely rich without trying, just like Andrew Carnegie himself*
Lights on or lights off? *Neither, strobe light or bust.*
If you had to describe yourself as the love child of any two musicians which would you pick and why? *Fergie and Jesus*
If you had to create a new points system, what would be the #1 offense? *People asking questions when class has ended (not only will you get expelled, KPD will personally escort you to a jail cell and your roommate will be the Craigslist killer)*
What advertising slogan best describes your life? *"Hold on...let me put my slippers on"*
What movie genre best describes you? *Rock opera*
What's your spirit animal? *Angelica Pickles*
What's your type? *Blood type? B positive*
If you were a food, which would you be and why? *Pop rocks*
Where do you go when you want to be alone? *Room of Requirement*
If you were any social space, what would it be and why? *Hotel Utica/Stonebridge. I'm classy, but after weekend I always have some vomit on me somewhere...oh yeah, and the aftertaste of gourmet mottz sticks*
If you could get rid of one group on campus, what would it be and why? *That group that reads* Paradise Lost *in the library once a year. STOP IT. YOU'RE DISTRACTING. (Only talk again when paradise has been found, please)*
If you could join one group on campus, what would it be and why? *The faculty, then I can park in their lots.*
What's your favorite animal? *A human.*
If you could trade jobs with anyone at Hamilton for a day what would it be? *Angel, WTF DOES THE BACK ROOM OF THE DINER LOOK LIKE?*
What is the weirdest thing currently in your room? *A name tag that says "Emma Leeds"*
What would your perfect date be? *That's a tough one. I'd have to say April 25th. Because it's not too hot, not too cold, all you need is a light jacekt.*
Who is your campus crush? *LJ Scurfield...call me maybe: 555-JKAY?*

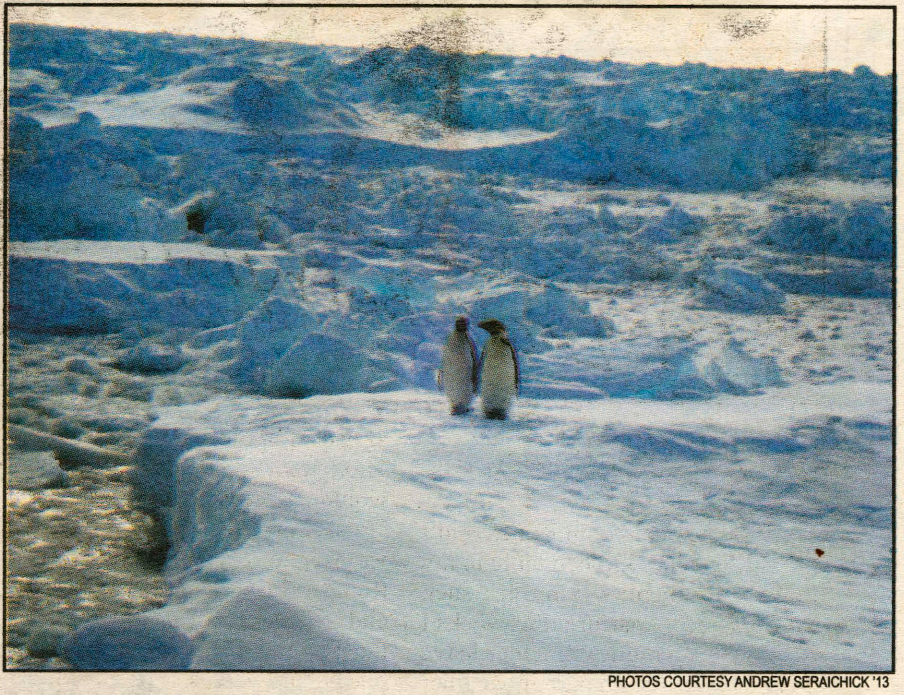
Students bear the cold and head to Antarctica

by Jill Chipman '14
Feautres Writer

For Geoscience students—or any other science students for that matter—getting field experience is critical. Many students find summer research programs at various colleges and institutions across the country. Very few, however, get the chance to travel to Antarctica to conduct research on the Larson Ice Shelf with scientists from all over the world.

J.W. Johnson Family Professor of Environmental Studies Eugene Domack has studied the Larson Ice Shelf in Antarctica for 25 years. Every few years, he takes several students on a six-week adventure aboard the research vessel Nathaniel V. Palmer to explore the ice shelf and its impact on the environment. He has taken roughly 100 students to Antarctica since he began taking trips in 1987.





PHOTOS COURTESY ANDREW SERAICHICK '13

Above: Penguins in Antarctica. Left: Students collect data on the Larissa.

This year Domack, along with Associate Professor of Biology Mike McCormick took students Andrew Seraichick '13, Manique Talia-Murray '12, Natalie Elking '12 and Hamilton alumna Liz Bucherri '11 for a five week adventure, spanning from March 7 to April 15. Students work on projects involving the Larson Ice Shelf and are under the LARISSA (Larson Ice Shelf System, Antarctica) project, of which Domack is the principal investigator. In 2002, part of the Larson Ice Shelf collapsed causing a great deal of damage to the surrounding environment. The LARISSA project studies the Larson Ice Shelf with the goal to better understand the ice shelf, how it is changing and how these changes are impacting the surroundings.

Each trip has specific goals and research plans. This particular trip had two groups. One group comprised of Talia-Murray and Elking (under the direction of Domack) looked into the geological aspects of the ice shelf. They collected assorted sediment and granite samples to help understand the timelines of the Larson Ice Shelf. Seraichick and Bucherri (alongside McCormick) formed the second group which focused on the biological aspects of the trip.

"The purpose of my portion of the trip was to look at the sea floor microbial communities and their response to the Larsen Ice Shelf collapse in 2002. We took samples along a transect of the Larsen A ice shelf area for DNA and geochemical gradients," said Seraichick.

This will allow the group, as well as other scientists, to better understand the changes that have occurred since the collapse and how the microbial communities are dealing with the change. Seraichick says the samples will have to be analyzed this summer in order to fully understand what was discovered. These samples will also allow scientists to understand how microbial communities are able to survive in an area that can best be described as harsh.

The group did find ikaite crystals in a core sample which is promising. "This was particularly exciting since they are a strange type of mineral that utilizes organic carbon from microbes breaking down detritus when it falls to the ocean floor," said Seraichick. This indicates some promise for future results.

Aside from making scientific advances the trip also allows for those aboard to take in the breathtaking landscape that surrounds them.

"Antarctica is beautiful. The ice around the ship was practically alive," Seraichick said. Seraichick explained that words and pictures really cannot do justice to how breathtaking the surroundings are. This was Seraichick's first time doing field work, and alongside his group members and guiding faculty, he had a great time.

"It was amazing to collect samples from the environment, to really understand where all the samples I had already worked with in the lab came from, " Seraichick said.

Five things you don't know about the economy

by Professor Judit Temesvary
Professor of Economics

The recent financial crisis brought home the point that banks have an important impact on our everyday lives and the greater economy. My research focuses on the role of banks in shaping the economies of the U.S. and countries around the world. Areas of research that I have worked on are: international bank lending, branch-building choices of commercial banks, the economic growth effects of foreign vs. domestic bank lending and finally the anomaly that in some European countries it is much cheaper to get a bank loan if you're borrowing in a foreign currency. Born and raised in Hungary, I also have a strong interest in the extremely high inflations (hyperinflations) that wrecked the Hungarian economy after both World Wars. Let me describe these research areas in a bit more detail.

International bank lending: The main paper in my PhD dissertation explores how large U.S. banks decide to lend to foreign countries. *Did you know that before the financial crisis, one in every five dollars of loans that large U.S. banks made went to borrowers in foreign countries?* U.S. banks can lend to foreign borrowers directly from the U.S. across the border, or by building an office in the foreign country. Did you know that banks' search for lax regulations is an important factor in their decision of where and how to lend?

Bank lending and economic growth: The availability of bank loans is important for the growth of economies worldwide. *Did you know that U.S. and European banks can transfer useful financial know-how to developing economies by building branches there, and that this can enhance economic growth?* My joint work with Professor Ann Owen shows how domestic vs. foreign bank lending contributes to economic growth.

Branch choices: We often think of banks making profit by choosing their interest rates and fees strategically. This is, however, only part of the story: Did you know that banks also choose the location of their branches strategically to attract as many clients as possible? *And that banks with more branches charge higher loan rates?* I examine these kinds of questions in my work on Hungarian commercial bank branching.

Foreign currency lending: *Did you know that in some European countries, the majority of bank loans are in Swiss franc and U.S. dollars, instead of the domestic currency?* These loans are attractive because banks charge much lower rates on foreign currency loans. My research examines: Why is borrowing in the local currency so much more expensive? This is particularly important since local borrowers expose themselves to a lot of risk by borrowing in another country's currency.

And finally, hyperinflations: After both World Wars, some European countries experienced unprecedented increases in the prices of food items and housing as production, and manufacturing came to a stall. *Did you know that in Hungary, for instance, prices at the shops doubled more than once a day in 1946?* What are the economic and psychological forces that caused this incredible pace of price inflation? And how did it lead people to the point of desperation where they were willing to trade family values—such as pianos—for a couple of pounds of chicken? These are the questions I am seeking answers to.

HAMILTON.EDU

by Leah Berryhill '13
Features Contributor

It is the last day in Rome, and I am sitting at my kitchen table in my Italian apartment, writing. It's such a bittersweet departure. For weeks I have been saying I will never leave this city. But the change in weather in the past week made me want to go back to the States. I think the week-long rainy streak during finals week impacted my opinion. I was cooped up in my tiny apartment, nose buried in Ancient Roman History. Once finals were out of the way, I was determined to embrace the city one last time. The clouds parted, and the Mediterranean sun reappeared to bless my last couple of days in Rome.

One last time in a quick two-day whirlwind, my roommate Tina and I toured the city, hitting all our favorite attractions: St. Peters, Castle San Angelo, Piazza Navona, Colosseum, Campidoglio, the Wedding Cake, Piazza del Popolo and the Circus Maximus. Some tour guides would call our adventures the "Post Card Tour." Basically we needed to say goodbye to Rome's great monuments. The end of the program mirrors the beginning. Two bookends: one where I was introduced to the wonders of Rome, the other where I visited the same places now as old friends.

So, once again, I must remind myself that it's the last day—but what a great last day. April 21 happens to be the anniversary of the founding of the city I have grown to love. I mean, symbolically, there is no better way to end this experience than celebrating the birth of the *caput mondi* (head of the world in Latin, referring to Rome, of course). I hugged the Colosseum, though I had to deal with some tourists staring. The Circus Maximus set the stage for a re-enactment of the foundation myth of Rome. Sitting on the grassy hill of the Circus Maximus, looking out over the Palatine Hill, I listened to the re-telling in Italian of how Romulus set the boundaries around Rome. A once in a lifetime experience I must say. Happy 2765th birthday, Rome!

Later, on the Terrace of the Wedding Cake overlooking ancient ruins of the Forum of Julius Caesar and the Colosseum, Tina and I listened to an orchestra play as part of the celebrations. While looking out over the city with a beautiful soundtrack, I was able to just look back on the semester and how perfect it has been. The rooftops of Renaissance residences in orange stucco dotted with the domes of Baroque churches sparked memories of class excursions and weekend escapades. While I was complaining about how bipolar Rome can be in terms of weather, my roommate said something profound, "Rome is like Love." It's true.

Sometimes you hate it, sometimes you love it. It grows boring yet there is always something new to learn. You argue and fight sometimes, but in the end you realize you were meant for each other. So Rome, mi amore, it's been wonderful. *Grazie per tutto.*

PHOTO COURTESY LEAH BERRYHILL '13

Berryhill '13 visits Rome's tourist attractions, including the Piazza Navona.

Students trade spring break for No More Deaths

by Hannah Grace O'Connell '14
Features Contributor

This isn't your typical spring break trip to Cancun. This past March, eight Hamilton College students traveled to the Mexican-American border to work with the group "No More Deaths." For a week, they volunteered hiking for miles a day on the border of Southern Arizona, carrying water and other supplies for migrants trying to cross into the United States. Last Thursday, in a room crowded with students and free Tex Mex, the participants got to tell their story.

No More Deaths is an organization whose mission goal is to "end death and suffering on the U.S./Mexico border through civil initiative: the conviction that people of conscience must work openly and in community to uphold fundamental human rights." Hundreds of migrants die each year trying to cross into the United States, and there are many reports of abuse at the hands of border patrol, not to mention the deportation process. Believing the border situation to be a violation of human rights and a social injustice, No More Deaths works solely with volunteers to bring aid to lost migrants in the blazing Arizona desert. A sign on their website homepage bares the chilling reminder that, since this past October, 71 people have died on the Arizona border.

While federal law prohibits the actions volunteers can take, the volunteers' main mission is to provide immediate help when they find people who need it. They carry food, water and medical supplies, which they give to whoever they find on the trail, be it hiker or migrant. They are also able to give directions back to Mexico and to help migrants find medical aid.

Hamilton students Kate Harloe '12, Clare Browne '12, Leah Kramer '14, Liz Costello '13, Rebecca Gaines '15, Grace Lee '13, Heather Haj '15 and Elsie Love '12 participated in the trip, organized by Harloe, this past spring. Harloe, Costello, Lee and Browne had participated in the trip before. After a two day orientation in Tuscon, the Hamilton group traveled to Arivaca, Arizona, a town 12 miles from the Mexican border and the site of Byrd Camp, one of No More Death's three camps. A typical day consisted of waking up at 6:30 a.m. and dividing into hiking groups based on EMT, hiking and Spanish-speaking skills. The groups hiked to find water drops, specific areas designated by No More Deaths to leave supplies.

"Learning the migrants' stories and their experiences crossing the border was the most profound part of the trip. Some had left their homes in Mexico and Central America in hope of a better life. The most surprising part, however, was the overwhelming number of people we met who had been living in the US for years, had been deported, and were trying returning home to their families," Gaines '15 said.

At the meeting on Thursday, students got to share their own experiences encountering migrants on their hikes. They also discussed the difficulty of watching a deportation trial. Called Operation Streamline, these "cattle call" trials sentance up to 70 people at a time. Although they reported that the experience was emotionally straining to watch, it added to their understanding of the deportation process and border situation.

Gaines described the experience as "one of the most intense and eye-opening weeks of my life." All the participants encouraged students to get involved with No More Deaths, going to volunteer either this summer or next spring. As Gaines said, "Although the week is long done, our work with No More Deaths is not."

PHOTOS COURTESY OF ELSIE LOVE '12

"In Art We Trust": Senior Artists Reflect on Life

HAMILTON.EDU

Shawon Akanda, Holly Bailey, James Grebey, Kelsey Hiscano, Marika Paras, John D. Powell, Perry Ryan, Asya Snejnevski, Mary Swartwout, and Antonia Villa are Hamilton senior Art concentrators now have their work on display in the Bristol Center for the Senior Art Show. The opening reception was held on Thursday, April 26, and the exhibition will be open through May 19. The exhibition includes works of painting, sculpture, photography, mixed media and drawing. Accompany the pieces are artists' descriptions of their work, including the basis for their inspirations and how they hope the audience perceives their work.

Perry Ryan:

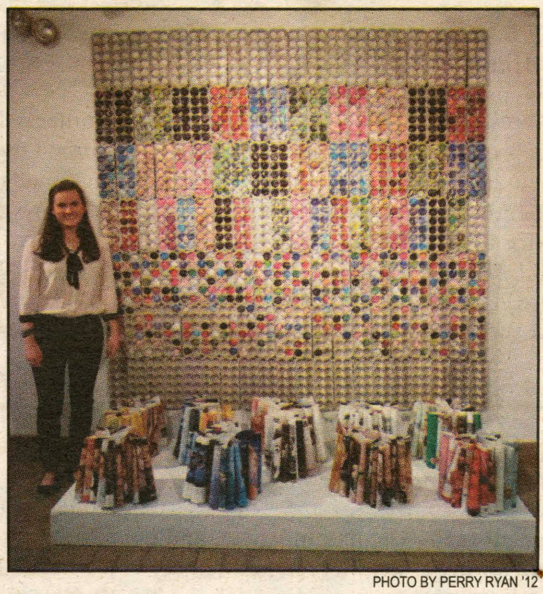


PHOTO BY PERRY RYAN '12

"I have always been interested in how powerful the media is. After accumulating magazines and spending time with them, I was struck by the repetitive and limited palette of colors magazines use to attract viewers to ads. As someone who is interested in marketing and human behavior, I began to realize trends in the use of colors.

"My wall work shows the viewer a different way to look at the advertisements we see. This piece allowed me to convert lifeless magazine paper into a work with mass and volume. The transformation of the magazine page into a seed shape suggests the beginning of something. Each seed has a definite space it is supposed to fit into. The process of the floor pieces led to a more organic form focusing on shape and silhouettes."

John D. Powell:

PHOTO BY DAVID MORGAN '15

"The past ten years have marked several changes in my life—most significantly, entering marriage and parenthood. The more recent change occurred when my wife accepted a position at Hamilton—I joined the growing ranks of the "stay-at-home" dads, and returned to school. I see this shift in my personal life as an echo of a larger one going on in society. With regards to the historically gendered roles performed, we are in the midst of a transition in the framework of the nuclear family. The resulting change in our identities, shaped by generations of gendered history, is what I am exploring in work like 'Title.' This idea of balance is one that threads through all of my work."

Marika Paras:

"I've had to navigate obstacles such as deciphering what I really want my work to be, weighing issues like the geography of my place in the world as an artist and where my work fits in the historical continuum of female portraiture, all the while becoming enamored with fields of color, pools of light and the wet weight of flesh itself. I see the figures in my paintings as guardians, beings with a degree of power that transcends loveliness and monstrosity, beings with the agency necessary to force the reconception of beauty."

Shawon Akanda:

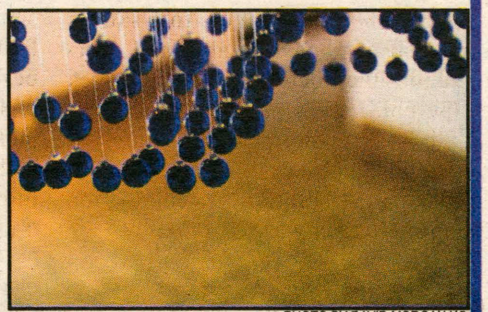


PHOTO BY DAVID MORGAN '15

"I prepared myself to follow a path to reach my dream of becoming successful so that my children will never have to face the hardships I have had to face. This linear path has not changed today and my goals of becoming a cardiothoracic surgeon are still strong. With my art project, I want to establish a connection and meaning to my path in order to reach my hopes and goals as well as to pay homage to my family, friends and professors who have helped shape me into the person I am today.

Mary Swartwout:

"Abnormal Synchronization reflects the spontaneity of events at any given time and the resulting transitions that affect our lives. Some transitions are based on choices we make. Some transitions are a part of the normal progression of life. Still others occur unexpectedly. All transitions require change. They place us in a position to review how we live, who we are and what we want from the rest of our lives. Each choice we make allows us to narrate the next chapter of our life."

PHOTO COURTESY OF MARY SWARTWOUT '12

James Grebey:

"My cartoons have been the result of these two dueling concepts. One aspect of them is my small part in an ongoing fight for the validation of comics as an art form and a somewhat personal vendetta against the inherently excusatory nature of "Art" with a capital "A." Comics have to fight against the false notions that they are for just kids, or that comics are a low art compared to the high arts, a rather arbitrary line in my opinion. The opposing idea that's driven my art is the belief that comics shouldn't have to engage in this fight at all and that they can exist purely for what they are: a very old, very unique and versatile medium."

Asya Snejnevski:

"The sculptures and photographs that I have created during the past year serve as a metaphor for the journey that I have gone through to reconnect the parts of my life that are most important. Through this delicate undertaking, I have realized that once something has changed, the pieces cannot be put together in the same way. The process of mending is evolutionary; it inevitably leads to the creation of something new. The process and the product serve as reflections of my evolving identity and spirit.

PHOTO COURTESY OF ASYA SNEJNEVSKI'12

Holly Bailey:

"Using photographs that I have taken and photographs from *The New York Times*, I chose subjects that spoke to my curiosity about life experience and how that shapes one's appearance. In my portraits, I experiment with color, texture and media to create images that speak to the human experience. Expression and movement are important to my work, for I want to express life and emotion through my painting...My paintings are an interpretation of how appearance can reflect ways of life and emotional strain."

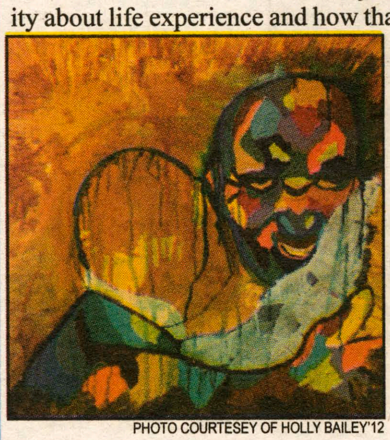


PHOTO COURTESEY OF HOLLY BAILEY'12

Kelsey Hiscano:

"My paintings are in a way autobiographical. They focus on childhood and the places that made being a kid so special to me. Working on each piece has allowed me to re-enter specific eras of my life and indulge in the memories that come with them. No piece is representative of a specific time; instead they take me back to a place and the people who shared these early summers with me. The colors in my paintings reinforce the joy and freedom that comes with being a kid, while the distinct shapes within each piece work to retain the fleeting memory in the present."

Antonia Villa:

"My work begins with carefully calculated mathematical processes that evolve into something chaotic and unpredictable. The images portray a physical representation of abstract mathematical concepts, including chaos theory and the fractal sets. Through my work, I hope to heighten my audiences' awareness of the connectivity of lines that surround them and the mathematics that underlie all aspects of our physical environment."

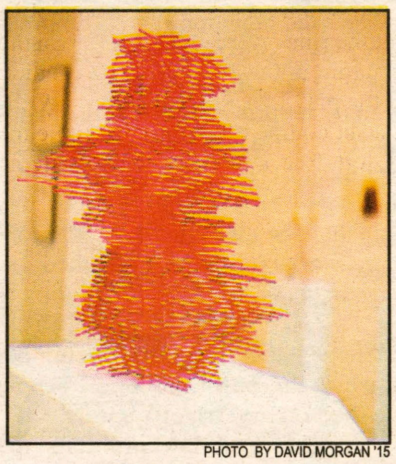


PHOTO BY DAVID MORGAN '15

Theater Theses Thrill Audiences

by Hannah O'Connell '14
Arts and Entertainment Contributor

As part of their senior projects in Theater, Katherine Watson, Shayna Schmidt and Jordyn Taylor directed and performed two plays, *Talking With...* and *Under Construction*. Performances were held in Minor Theater on Tuesday and Wednesday.

The first of the two performances was *Talking With...* by Jane Martin, a series of three monologues performed and directed by Katherine Watson '12. Each of the monologues was quirky and vibrant, and each told a radically different story. In the first monologue, "Audition," Watson played an overeager, ready-for-stardom struggling actress who shows up at an audition ready to do whatever it takes—whether kill her cat or undress onstage—to get the part.

In the second, "Dragons," Watson portrayed a woman in labor at a Catholic hospital, shouting prayers to a saint's statue on her bedside table and ranting about the doctor who disapproves of the child she's about to give birth to. The child, the audience comes to realize, is a baby dragon.

The most emotionally charged of the monologues was the third, "Clear Glass Marbles," in which Watson played a young woman speaking at her mother's funeral. The monologue described the journey of a family preparing for death, where each day the young woman watched her mother gather and hold one of 90 marbles, symbolic of her days left. The theater was so silent, you could hear a pin drop—or a bowl full of marbles, which fell and scattered at the monologue's heartrending climax. Watson played each of the parts with vigor and understanding, garnering sympathy from the audience for each woman's tale that she made come alive.

After a brief intermission, Schmidt and Taylor performed pieces of Charles L. Mee's *Under Construction*. The piece is described as "a collage of America - then and now, the fifties and the present, the red states and the blue states, where we grew up and where we live today, a piece that is, like America, permanently under construction."

The play began with Bing Crosby's sentimental "Dear Hearts and Gentle People" played against a black screen, before Schmidt and Taylor emerged onstage, surrounded by chairs, football jackets and hula hoops. The scenes that followed ranged from funny to disturbing, sometimes both. All commented on past or present American life, each against the backdrop of quintessential Americana paintings by Norman Rockwell. Schmidt and Taylor changed characters with each short scene as well as within scenes. Their voices, often bouncing back and forth in monologue, resonated most strongly in a joint litany of wants that reverberated through the theater: "I want what everyone else has. I want more than you have. I want what people don't know about."

Many feature monologues where female characters discuss sex, family, loneliness, and finding a husband. In the penultimate scene, as images of war flashed across a screen, Schmidt and Taylor sat above the audience and recited a litany of images from the past; images of growing up like "I remember many Sunday afternoon dinners of fried chicken or pot roast," "I remember "Double Bubble" gum comics and licking off the sweet powder" and "I remember that life was just as serious then as it is now." In the final scene, "The Future," Schmidt and Taylor each spoke about the "human project" of constructing the future from the past and the present. Schmidt and Taylor blended their individual talents and voices seamlessly into a quick moving, thought-provoking and engaging performance.

Requiem for Hamilton

by Nick Pappageorge '14
Arts and Entertainment Editor

On Tuesday, Hamilton College and Community's Masterworks Chorale and Orchestra teamed up with the Choir for a concert that was nothing short of momentous. Together the team performed Johannes Brahm's epic *Ein Deutches Requiem* (A German Requiem), one of the composer's most well known pieces. Backed by a choir of over 150 singers, the orchestra illustrated a range of emotions that ranged from somber to piercingly intense.

Choir members commented upon the excitement of the event and mentioned the chosen Brahms concerto was one of maestro C. Roberts Koln's favorite pieces. "Tonight was especially wonderful for us, we made art from the music and we had a great turn out for the concert and then received a great response from the audience. That is really all we can ask for. Hopefully we did Rob proud on one of his all-time favorites," said Alex Kaplan '13.

The performance was one unparalleled in class and scale at Hamilton, easily a black tie event if it had been put on in a major city. It was visceral and exciting; a deep breath was needed after the racing conclusion of each of the seven movements, and it was one that was of the finer concerts I have personally seen. Keep an eye out for the next performance in the fall.

"The House of Usher" does not fall short

by Rafael Freire '12
A&E Contributor

The courage and innovation of Mike Bickal's senior project in theater deserves merit. The Fall of the House of Usher, adapted from Edgar Allan Poe's story, set out to use all of Benedict Hall as its stage. During the performance, the audience was free to roam around the building as they liked. The characters, seemingly unable to realize they were not alone, felt at home in Benedict (now Madeline and Roderick Usher's house), and acted undisturbed.

I had been eased into the whole process by sitting (walking) in one of the rehearsals. Still, during the show, I couldn't help but to sympathize with the confused gazes and hesitant movements from the other members of the audience. The production was impeccable; it took care to get every detail right, from the creation of a replica of Roderick's library to the synchrony of its grand sound effects. However, The Fall of the House of Usher was humble enough to dispense with certain formalities that might have turned out to be quite comforting to the audience. The production counted with no introductory preamble to establish what the rules were, or at least warn the spectators, as they walked into Benedict, that the play had already started. Without a set course of action, the audience was left free and fearing to immerse themselves in the play.

Soon we realize that the Ushers have always lived in the house; that their physician is more than familiar with place; and that the servants are elegant—but too tied to their sense of duty to ever leave their proper place. Only Mr. Clemm, the friend of the family who has arrived at the house shortly before us, offers a possibility of connection for the audience. In fact, the newcomer plays the role of the audience within the dynamics of this four-character framework. Mr. Clemm, a mere guest like the members of the audience, appears immune to the maddening effect that the house has on its regular occupants. Mr. Clemm's role is to challenge the mysticism of the house and the delusion of the Ushers, and his rational insights often coincide with those of the audience.

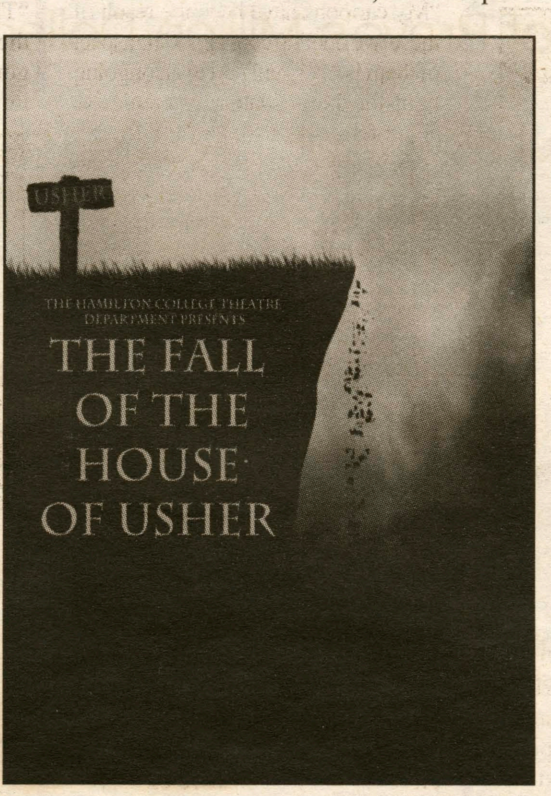


IMAGE COURTESY OF MIKE BICKAL '12

Madeline and Roderick are sick, although only the sister has been diagnosed as such by the physician. The physician himself breathes some of Mr. Clemm's skepticism, which is feature common to his practice. In the physician's case, however, it is precisely his skepticism that makes him incapable to treat the Ushers. Even in a moment of crisis, like when Madeline has a major breakdown, all the physician can think of are the bare needs of the body. He asks her, "Do you hurt? Are you cold? Are you hungry?" Failing to realize that sedatives, blankets, and food won't do much to help her condition.

The house of Usher, ironically situated in Benedict Hall ("blessed" hall), is damned. The physician resigns his position and leaves the house during the play. On the one hand he realized that his traditional methods are pointless and cannot address the needs of his patients; and on the other, the concept of a "curse" was too much for him to cope with. Madeline's true doctor is Roderick, and vice-versa. They are siblings and twins, "a bond like no other." Only they understand the conflict of the other. Perhaps, being surrounded by people who can't comprehend them, and finding themselves alone in their reciprocal madness, the two main characters' situation signal the inevitable end of *The Fall of the House of Usher:* collapse.

A few days after the play, Leslie Cohen '12 remarked, "looking back at my experience, the play seems like a dream."

The production contained major surrealist elements, but you might want to call it a nightmare for precision. *The Fall of the House of Usher* made the most out of the theatrical possibilities of its "immersive" structure to spook the spectators down to their bones. The audience members were not spectators in the traditional sense, but rather "guests." Guests they may have been, but the weren't given any hospitable clues of what to look for. Should we linger in the room after the scene was over or follow the action? And follow what action anyway, since at any point in the play two or more important scenes could be taking place at the same time? For instance, the physician was probing Madeline's state in the second floor while Roderick reveled his own condition to Mr. Clemm downstairs. This lack of grounding left the audience members edgy and insecure throughout the play, which didn't help they deal with Poe's already morbid story.

The catch is that towards the end, the servants gently guided each and all of the spectators to a single room. For the first time in the play, the audience was getting some direction. Little did they know that by walking into Mr. Ushers' office they were setting themselves up.

Those who, unlike the doctor, stayed until the end, took part in the scariest scene of the performance. After toasting to his sister's death, Roderick enters into a furious trance. He reveals that he has long heard others' voices and steps around the house. Now the house, the "it" which has haunted the life of its inhabitants for generations, comes alive. Now phantasmagorical noises burst out from the ceiling, floor, and walls, as it were. Now all of Benedict shaking (sic)! Finally Madeline's own ghost returns to close the play. The house of Usher is a dreadful place, but it was a pleasure to see.

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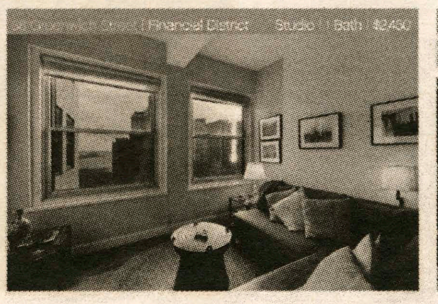

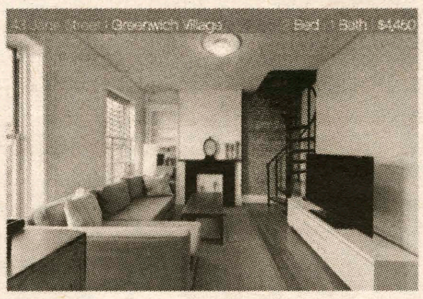

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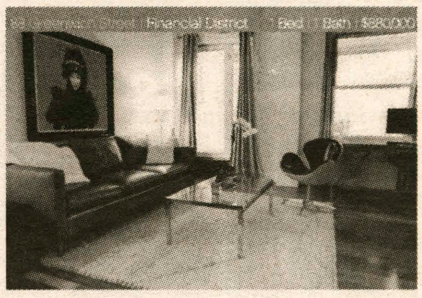
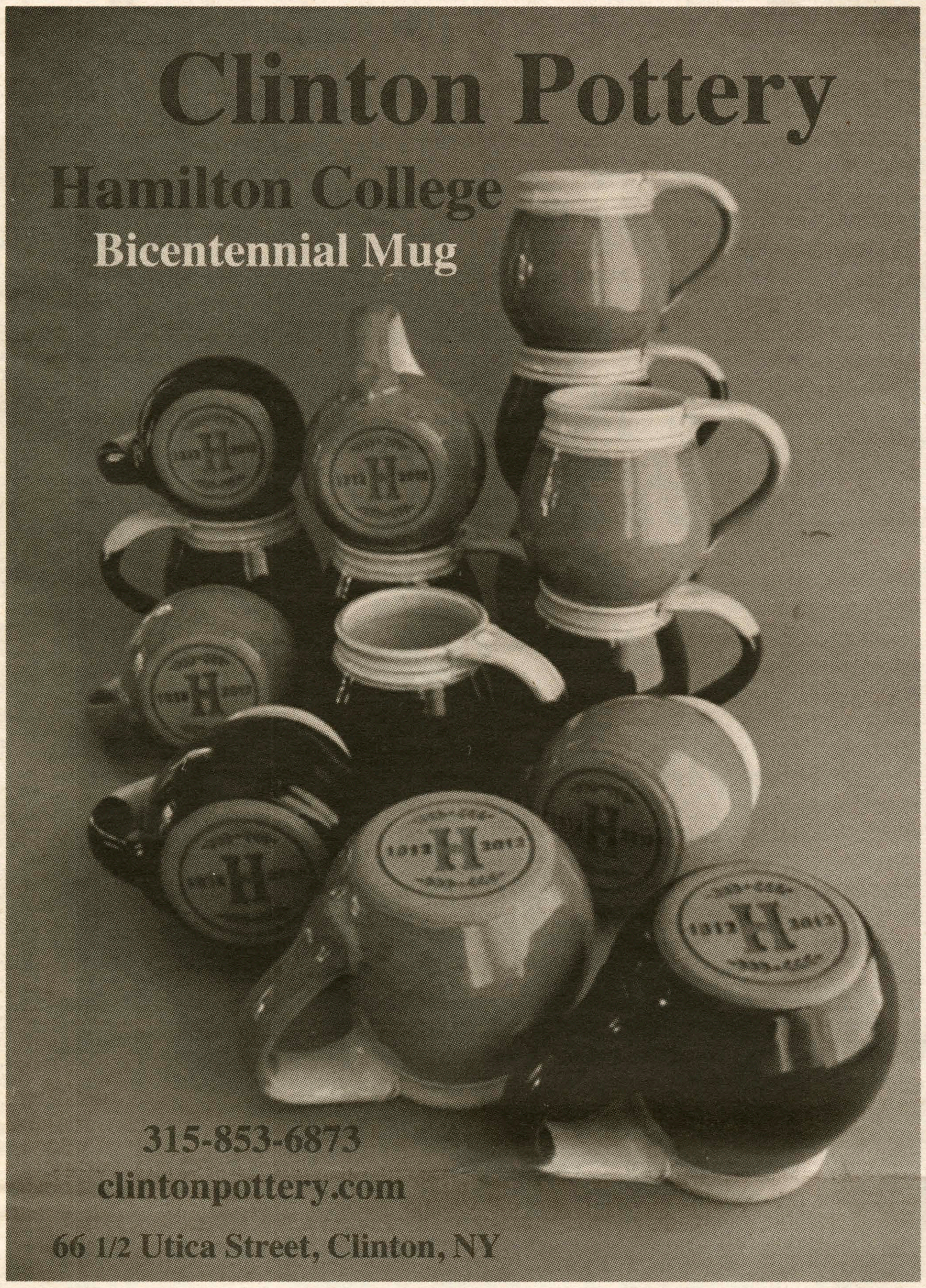




HamTrek 2012 is coming up on May 4th!

HamTrek is an annual sprint triathlon that consists of a 525-yard swim, a 9-mile bike ride, and a 3.1 mile run. You can participate as a relay or as an individual.

Not a triathlete? Not a problem! All individuals are welcome to simply walk as little as one lap around the track to help support the cause.

Hamtrek raises money for the Shawn Grady Foundation, an organization that helps the families of children who suffer from life-threatening illnesses.

Free registration online! There'll be prizes!

Register for HamTrek at hamilton.edu/hamtrek/registration

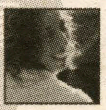
2012 Days-Massolo Center Spring Calendar

January

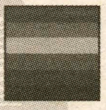
Mon, January 23
Appreciating Diversity at Hamilton College: Staff Training
Noon – 4:30 p.m. | Sadove Conference Room

Tues, January 24
Bisexuality 101 & Beyond: Lecture by Robyn Ochs
4:15 p.m. | Sadove Conference Room

Wed, January 25
Reading To Write: Workshop with Poet Terrance Hayes
4:00 p.m. | Days-Massolo Center



Friday, January 27
Celebrate Shabbat & Learn with Rabbi Sigal
5 - 8 p.m., Eells Dining Hall



Tues, January 31
Open Doors: LGBTQA Discussion Group
6:30 p.m. | LGBT Resource Center (Days-Massolo Center, Rm. 201)

February

Fri, February 3, 10, 17, 24
Study Abroad Info Sessions
Noon – 1:15 p.m. | Days-Massolo Center

Mon, February 6
Black History Month Keynote Lecture: Don C. Sawyer, III "Hip-Hop Culture, Perceived Anti-Intellectualism, and Young Black Males"
4:15 p.m. | KJ Auditorium

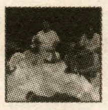
Tues, February 7
Brother Outsider: Life of Bayard Rustin (Black History Month Movie)
4:15 p.m. | Days-Massolo Center

Tues, February 14
Good Hair: Documentary by Chris Rock (Black History Month Movie)
4:15 p.m. | Days-Massolo Center

Wed, February 15
Book Reading with David Pratt '80: "Bob the Book"
4:15 p.m. | Days-Massolo Cente

Tues, February 21
Female Chauvinist Pigs: Lecture by Ariel Levy
Part of Womyns' History Month
7:00 p.m. | Events Barn

Thurs, February 23
Deep Roots: A Panel Discussion on Hair with Dr. Noliwe Rooks
7:00 p.m. | Red Pit



Fri, February 24
Preserving Culture through Dance & Music Workshop with Oyu Oro Afro-Cuban Experimental Dance Ensemble
4:00 p.m. | Wellin Hall

March

Mon, March 26
The Ongoing Salience of Race and Religion in "Post-Racial" America: Professor Jaideep Singh
Asian Pacific Islander History Month
4:15 p.m. | Days-Massolo Center

For more information, please contact Amit Taneja, Director, Days-Massolo Center, at ataneja@hamilton.edu or call 315-859-4252

Contact the Days-Massolo Center:

- 315.859.4252
- ataneja@hamilton.edu
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April

Tues, April 3
The Asian-American Experience in the Contemporary USA: Cathy Bao Bean
Asian Pacific Islander History Month
6:00 p.m. | Red Pit

Thurs, April 5
Class, Race and the Alternative Food Movement in the USA
Professor Psyche Williams-Forson
4:15 p.m. | Red Pit

Tues, April 10
Lecture by Professor France Winddance Twine
4:15 p.m. | Red Pit

Wed, April 18
Fatal Invention: Recreating Race in the 21st Century
Professor Dorothy Roberts
7:30 p.m. | Chapel

The 2012 spring semester events are co-sponsored with the following departments:

Africana Studies, Asian Cultural Society, Associated Colleges in China, Biology Department, Black & Latino Student Union, Chaplaincy, Chief Diversity Officer, Dean of Faculty Speakers Fund, Diversity & Social Justice Project, Elihu Root Peace Fund, English & Creative Writing Department, Hamilton College Academic Year in Spain (HCAYS), Hamilton College Junior Year in France (HCJYF), Hillel, Human Resources, Kirkland Endowment Advisory Committee, Music Department, New York State Independent College Consortium for Study in India (NYSICCSI), Office of Alumni Relations, Office of the Associate Dean of Students for Multicultural Affairs, Office of Off-Campus Study, Performing Arts Series, Rainbow Alliance, Womyn's Center, and Women's Studies.

Hamilton
DAYS-MASSOLO CENTER

PHOTOS BY CATHERINE BERRY '15

Rugby plays dress up

*from **Prom Dress Rugby**, page 1*

While no one knows the exact origin of the tradition, it has been an integral part of the Hamilton College Women's Rugby Football Club for many seasons. The team currently holds the event just for fun and the enjoyment of the fans, but captain Elly Field '13 has considered using it as a fundraiser in future years.

Most of the girls get their dresses from the Salvation Army Family Stores in Rome and Utica, while a select few use their own personal prom dresses. A few classic gowns are even passed down from year to year (as long as they don't get torn up from rough play or stained from the mud).

The point of the game is not to win, but instead to have a good time while bonding as a team, something the girls have done well all year. "We've had a great season because we really came together both on and off the field—you can feel the difference when everyone is working together," explained Hannah Grace O'Connell '14.

All in all, the annual Prom Dress Rugby match is a beloved tradition on the Hill. In addition to the participants' enthusiasm, the game often draws the largest crowd of the spring season.

"Prom Dress is just ridiculous and it's an event that everyone always looks forward to," said Kelsey Wise '14. "It's always a funny sight."

Tennis closes out tough season

PHOTO BY SARA MEISSNER '13

by Samantha Stoner '13
Sports Contributor

Despite their high hopes for the season, the men and women's tennis teams failed to gain a foothold against in the NESCAC standings this year. Several on the team have suggested the lack of success has been disheartening, but have remained optimistic nonetheless. Both teams held more successful records against their outer league competitors: the men's team won seven out of their eight outer league matches and the women's team won seven out of their nine outer league matches.

The disparity between the men's and women's records within NESCAC and both teams' records against their outer league opponents reflects a larger trend that affects many of the athletic teams on campus—namely, that NESCAC schools continue to excel beyond their counterparts in other divisions. Aside from the squash team, which can only play in the D-I division due league formatting and lack of D-III competition, most of the teams at Hamilton are undergoing a transition from the Liberty League to much more competitive opponents. Most of these teams' shifts from the Liberty League to NESCAC have been very challenging. It seems that the position of the Hamilton Administration, who always tout Hamilton's similarity to other NESCAC schools in terms of its academic strength, is to integrate the Hamilton athletic program so that they can furthermore align Hamilton with academically and athletically strong NESCAC schools such as Bowdoin, Amherst or Williams.

The tennis team brought in Coach Bob Barr from Middlebury, a strong NESCAC competitor, to bring fresh energy and leadership to both teams this year. While both teams have yet to make any gains within NESCAC, members of both the men's and women's teams have remained positive and believe that another season with Coach Barr will definitely help them improve against their NESCAC competitors. Hopefully, the work that the men's and women's teams put in over the summer will lead them to a stronger season in the fall.

Bantams bounce back, Conts drop out of NESCAC tournament

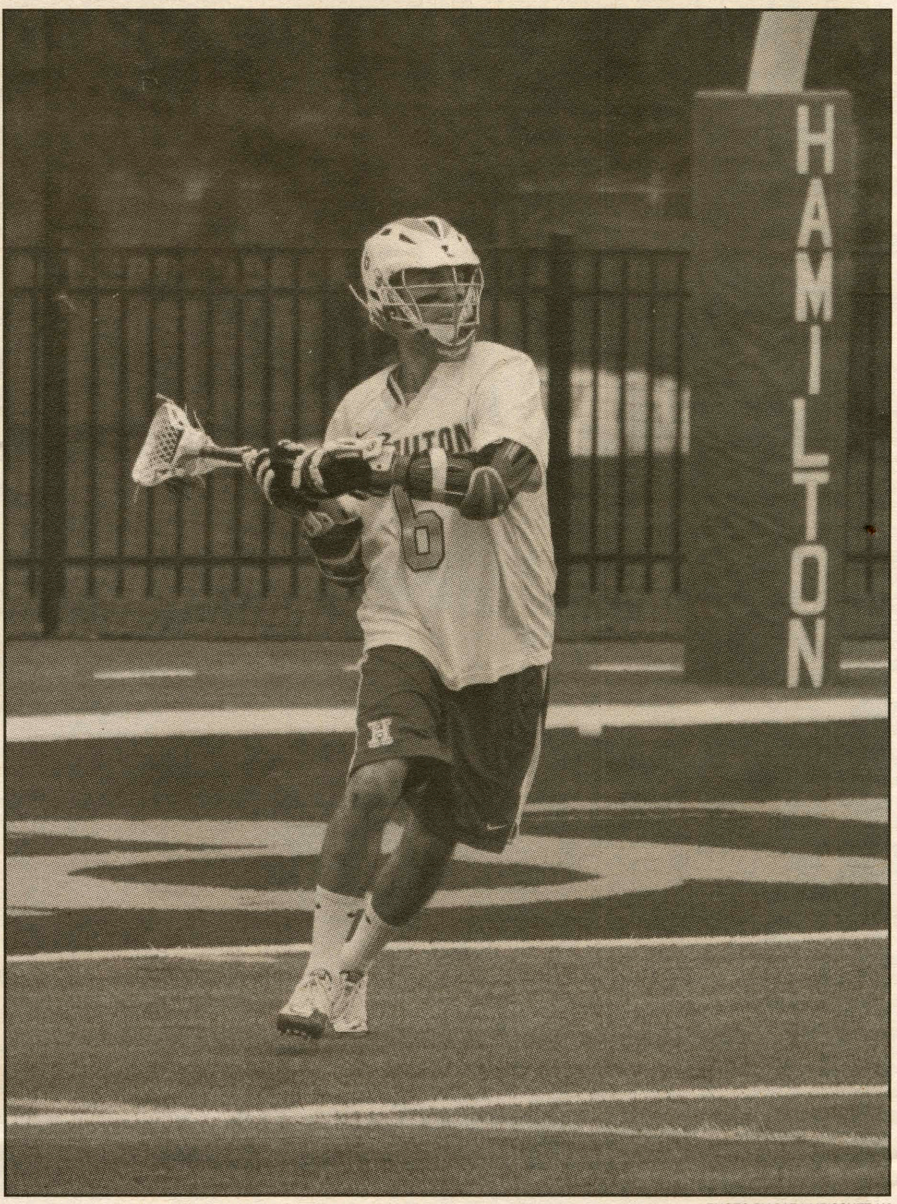

PHOTO BY SARA MEISSNER '13

Jonathan Leanos '12 led the Continentals with 3 goals in his final game.

by Steve LaRochelle'14
Sports Staff Writer

On a breezy spring day in sunny Hartford, Connecticut, the Hamilton men's lacrosse team's improbable run to the NESCAC championship came to a sudden end.

The Trinity Bantams, who the Continentals had just defeated on Steuben Field only seven days earlier, snapped Hamilton's eight-win streak by a decisive score of 14-8.

Trinity (10-5) will now face the Bowdoin Polar Bears in the NESCAC semifinal.

The matchup was a dead heat through three quarters, with Trinity holding a slight one goal advantage entering the fourth and final quarter of play.

The Continentals were no stranger to high-pressure fourth quarter situations during the regular season. Of Hamilton's five NESCAC losses, three of them were decided by a single goal. The Continentals managed to win two one-goal battles in their own right—one against Drew in non-conference play and the other against Trinity on Senior Day.

Unfortunately for the Continentals, though, the Bantams were determined not to lose another heartbreaker. Especially not on their home turf.

Trinity came out firing in the fourth quarter, scoring two goals within the first three minutes of play. After a few minutes of scoreless action, Paul Armideo '14 responded for the Continentals. He deftly maneuvered around his defender and ripped a hard shot to close the deficit to two goals with 7:55 left in the game.

Armideo's goal, assisted by senior captain John Leanos, was the last the last time the Continentals would score in 2012. The Bantams rattled off four goals in the last seven minutes, dealing a decisive blow to a Hamilton squad looking for, but not finding, another improbable fourth quarter comeback.

The Hamilton defense had a hard time containing Trinity attacker Rob Nogueras '12 and middie Steve Manning '13, who accounted for six of the 14 goals on the day. The Continentals' defense did force more turnovers than the Bantams'. Hamilton turned the ball over 10 times to Trinity's 16.

Though Hamilton won the battle in turnover differential, Trinity took more shots and controlled the draw more effectively. The Bantams won 16 of the 25 face-offs and outshot the Continentals by nine.

Hamilton's own Jon Leanos '12 played another tremendous game, scoring three goals on just six shots and adding two assists for a total of five points. Leanos wrapped up his Hamilton career tied for fourth on Hamilton's all-time list for assists at 92.

Leanos, Henry Burchenal, Luke Sadoff and Max Vaickus will leave behind a large productivity gap for the Continentals to fill next season. Leanos, Sadoff and Burchenal were the teams leading scorers, accounting for over half of the teams points. Vaickus started all 15 games in goal.

Though Hamilton is losing a great deal of productivity and leadership, it does have a large number of players coming back. Though many of these returners did not play a lot this season, they will return next fall understanding the hard work and determination necessary to succeed in the NESCAC.

Hamilton got a taste of the NESCAC tournament in their first year of competition in 2012. In 2013, however, they'll be looking to take the next step and stick around the tournament for a little bit longer.

For men's golf: the sky is the limit

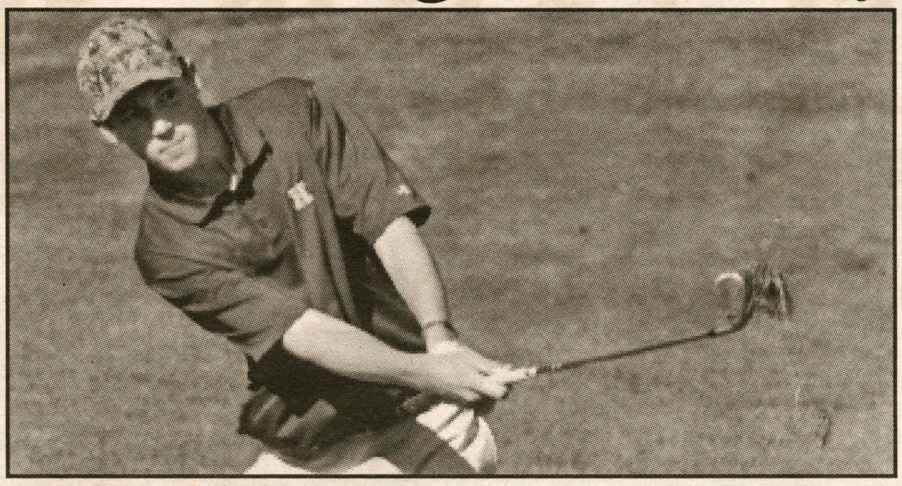

PHOTO BY MIKE DOHERTY

Mac Pivorotto '15 will have an increased role next season.

by Kendall Weir '12
Sports Editor

Be careful what you wish for, because you just might get it. The Hamilton men's golf team hoped for some rainy weather at NESCACs, but instead, Mother Nature granted them 40 mph winds.

In the howling winds, the Continentals shot a two-day 656 to place fourth in the 2012 NESCAC championship at Taconic Golf Club. The team was worn down from their practice round, even before having to walk 36 holes in those conditions.

"The temperatures that Friday were in and around the low 40s and many of us were pretty worn out by the end of the round," said Carter White '14. "A lot of people may not think that the wind plays such a large factor in their on-course play, but having to hit long irons into greens where you're used to possibly having a wedge in your hand wears on you."

The adjustment was clearly not an easy one to make. White was not exaggerating, considering the scores across the board.

Let us juxtapose: Hamilton qualified for the championship by totaling 600 in the NESCAC fall qualifier, then posted 656 for the weekend. Middlebury, who shot 594 in the fall qualifier, won the weekend's championship with a score of 626. The Panthers earn an automatic bid to the 2012 Division III NCAA championship.

"The course was playing its absolute hardest in terms of set-up," said co-captain and All-American Greg Scott '14. "It was a grind all weekend. We honestly needed some good breaks for things to have turned out differently."

Unfortunately, the breaks did not come. Scott could not match his season average of 74.9 on either day, despite leading the way for the Continentals with a two-day total of 158. Julian Ophals '14 matched Scott's total, including a 77 on Sunday, which marked the second best score in the 20-man field.

"I think our biggest shortcomings were poor putting and big numbers," Scott Blosser '12 said to put it simply. "Everybody hung tough and played their hearts out, but sometimes things just don't go your way."

The men certainly have some positives to take from the weekend: They qualified in the NESCAC's top four teams, which the Continentals failed to do last season. Moreover, several talented freshmen, including standout Dhanika De Silva, can come back next year having notched a full season of playing experience. The 2012-13 Continentals, yet again, will be chock-full of young talent.

"The freshmen from this year all display an incredible amount of potential," White commented. "I think now that they have a year under their belt they will be well prepared for tournament play beginning next fall."

Furthermore, the team will be happy to return Knute Gailor '13 for his senior season and Brandon De Graff '14 for the spring semester. They should be more tournament-ready and will enter the season with a chip on their shoulders.

Nonetheless, it goes unsaid that co-captain Blosser's departure from the Hill will leave a hole in the lineup.

"The loss of [Blosser] is going to hurt the team two-fold because we will have lost not only a great player, but a positive leader who cared deeply about every member of the team," said White. "I know I speak for all of us when I say he will be deeply missed."

At the least, White certainly spoke for Scott, as the All-American added, "I am honored to have been the co-captain of such a driven and hardworking individual."

Blosser added some departing words that carry a lot of weight coming from him:

"I think the future is very bright for this team. The sky is the limit."

Choate '12 will be missed on and off the field

from Choate, page 16

is someone who he always turns to after a bad game or performance because, as he explained, "[My father] helps simplify the game and put things in perspective."

Coach Byrnes said Choate is the perfect role model and "arguably one of their best, if not the best, teammates to have passed through the program in a long time. He is one of the most caring and generous players I have every coached."

Teammate Glenn de Marrais '15 elaborated on Coach Byrnes' remarks: "The way Sam carries himself, both as an athlete and as a man, is something that I admire. He has been the guy I have looked up to most since the season started."

Not only will Choate be missed because of his incredible talent, but also simply because of the person he is.

Coach Byrnes said, "Sam will be missed in a number of ways, but most importantly we will miss his infectious personality and glowing smile; he was a complete joy to be around day in and day out."

There are many aspects of Hamilton Choate will miss, but what he said he will miss the most about being a Continental is "the camaraderie within the team, the support we get at games from fans and also the coaches and training staff, who are all friendly, outgoing and a big part of my career at Hamilton."

Win-loss record doesn't paint a full picture for men's baseball

by Dave Meisel '13
Sports Staff Writer

Hamilton's baseball team finished the 2012 season with a 6-26 record, the program's worst since 2003 in which the Continentals went 4-25. The poor campaign, in which the Continentals finished last in the NESCAC with a 2-10 in-conference record, hasn't swayed Coach Tim Byrnes' confidence in the team's future.

"We played this year with guys in unfamiliar roles and at unfamiliar positions on the diamond," said Byrnes, who has finished his sixth year as Hamilton's head coach.

"Our young guys got a lot of invaluable playing experience, and we hope that these experiences will lead to a committed off season approach consisting of lifting, conditioning and playing in some form of a summer league."

> "Our young guys got a lot of invaluable playing experience, and we hope that these experiences will lead to a committed off season approach"
> —*Coach Tim Byrnes*

In short, Byrnes believes that since the team maintains nearly its entire roster, the team can look for a turnaround next spring. Outfielder Sam Choate '12 and pitcher/second baseman John Wulf '12 will graduate, and Stephen Wright, Lukas Bridenbeck, Sam Fuentes and Gabe Klein will lead the team as seniors in 2013.

Byrnes anticipates "a full commitment from our returning letter winners" over the summer and winter, and draws confidence in the team from the fact that the Continentals' young arms held their own during the season. The team started three first-year pitchers in its conference games.

The Continentals will add a recruiting class somewhere between 10 and 12 players next year, and Byrnes anticipates three or four will play significant roles for the team next season.

Byrnes also believes in his team because despite the poor record, the Continentals often held their own despite a tough schedule during the team's first half of the season in Florida, and in the always-competitive NESCAC.

Klein and Fuentes will be the team's featured hitters next season. The two led the team in batting average at .351 and .340 respectively and combined for 20 steals.

Choate and Wulf finished third and fourth on the team in batting average at .281 and .244 respectively. Choate was the team's best all-around hitter, finishing with a .500 slugging percentage and two doubles, three triples and five homers. Choate also finishes his career as one of Hamilton's top players in the program's history, having challenged or broken several of the program's records.

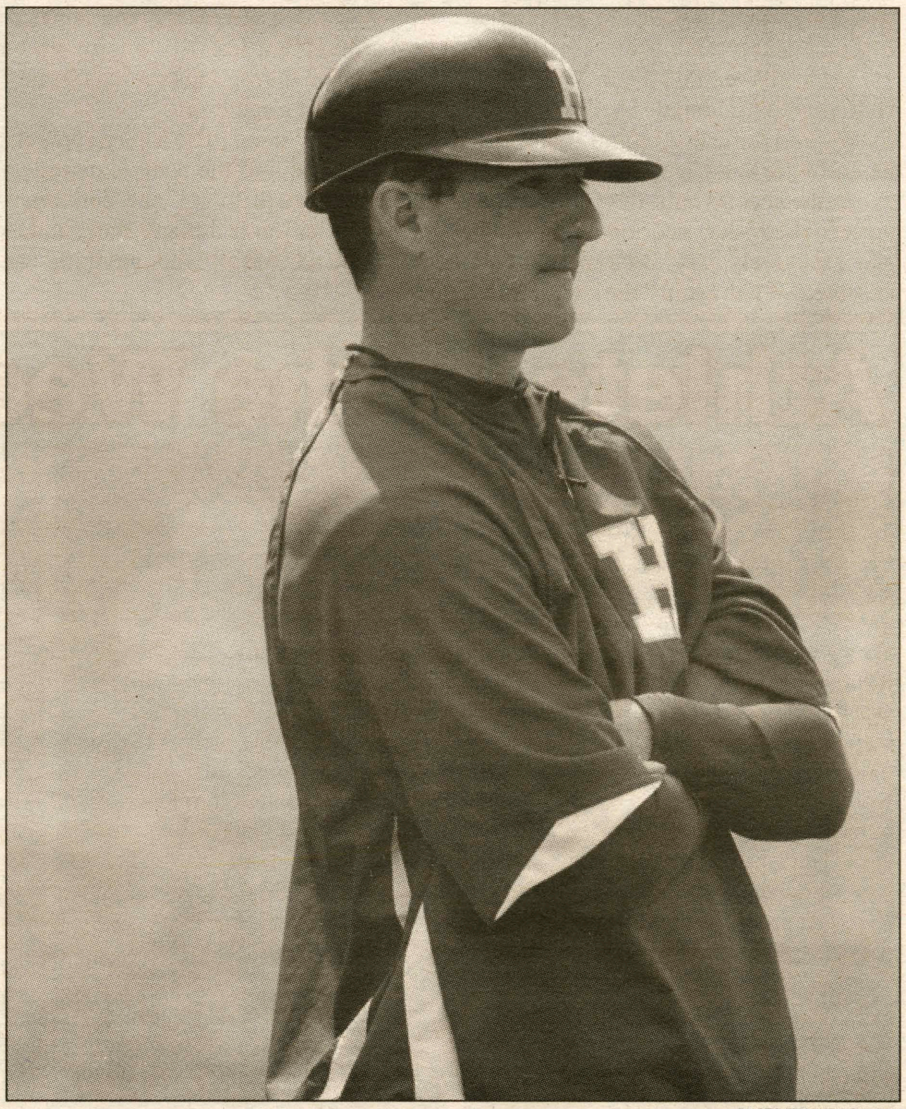

PHOTO BY MIKE DOHERTY

Coach Tim Byrnes is confident that experienced young guns and a strong senior class will lead the team to success next year.

H SPECTATOR SPORTS

May 3, 2012

Women's lacrosse mutilates Mules

Moves on to play Trinity in NESCAC semifinal

by Patrick English '15
Sports Contributor

Revenge is sweet; double revenge is sweeter, and it's even sweeter via upset. After being knocked out of the NCAA tournament last season by Colby and losing to them during the regular season, Hamilton avenged those losses and beat the Mules 9-4 in dominant fashion.

Last week, the 19th-ranked Hamilton women's team (7-9, 4-6 NESCAC) traveled to Maine to play sixth-ranked Colby (13-2, 9-1 NESCAC) for a NESCAC quarterfinal.

> **"The postseason is a blank slate, and as the NESCAC has proved, anything can happen."**
>
> *—Paige Engeldrum '13*

Following three consecutive tight losses to Ithaca College, Williams and Trinity, the team saw the NESCAC championship as a fresh start. Hamilton received the seventh seed in the tournament, which includes seven schools ranked in the country's top 20.

Colby knocked Hamilton out of the NCAA tournament last year in a close 6-5 win. They also beat Hamilton 11-9 earlier in the season.

Hamilton got off to a very good start, with Madison Beres '15 scoring first in the fourth minute of the game. Colby followed with a quick goal from Lindsey McKenna and took the early 2-1 lead on a second consecutive goal.

Hamilton battled back with goals from Rachel Friedman '14, Emily Brodsky '14, and Katie D'Antonio '14 to close the half with a 4-2 lead.

In the second half, the Continentals never looked back, scoring five times to take a relatively easy, yet extremely impressive, 9-4 win against the sixth-ranked team in the nation.

Beres and D'Antonio each picked up their second goals while leading scorer Friedman added two more goals in the half. D'Antonio also assisted on a goal by Libby Schultz '12. Dewi Caswell '14 and Kari Koga '15 both had solid games in goal, as Caswell picked up three saves in the first half while Koga had six saves in the second.

Paige Engeldrum '13 recovered four ground balls for Hamilton. While the teams were even on ground balls and turnovers and near even on shots, Hamilton pulled away on fast breaks and by converting two of four free-position shots, while Colby did not convert any of their four free-position shots, marking a key difference in the game.

"We have improved on the little things that contribute to a win," said Engeldrum, "but most importantly, our team has gained the confidence and composure to control the tempo in our game."

This weekend, Hamilton continues NESCAC tournament play with a semifinal at Trinity (14-1, 9-1 NESCAC) on Saturday at noon. The championship takes place the following Sunday. Hamilton lost a close game at Trinity by the score of 8-7 just two weeks ago and hopes to turn around that loss by "improving on errors made during the previous game," according to Engeldrum.

"This is going to be a very competitive weekend, but the team is definitely looking forward to it," she continued. "The postseason is a blank slate, and as the NESCAC has proved, anything can happen."

PHOTO BY SARA MEISSNER '13

Senior Ashley Allen puts on her game face as nineteenth-ranked Hamilton triumphs over sixth-ranked Colby on the Mules' turf.

Athlete of the Week: Sam Choate '12

PHOTO BY MIKE DOHERTY

Choate led the team this season in runs scored (22) and RBIs (18).

by Becca Hazlett '13
Sports Columnist

Senior Sam Choate will leave Hamilton with a lasting impression on the athletic program. As head baseball coach Tim Byrnes said, "There is not a finer young man on this campus than Sam Choate, as he has been a coach's dream since he arrived here back in 2008."

Choate was also a member of the men's hockey team, and as a two-sport athlete, it is never easy to balance the investment in two teams along with academics. But Choate managed to do so for four years.

Since his arrival at Hamilton, Choate has almost rewritten the men's baseball record book. He will leave the program as the career record holder in: at bats (430), hits (131), runs scored (89), total bases (206), triples (6) and stolen bases (39). He also set the school record his freshman year for runs scored (30) and stolen bases (15) in a single season.

Choate decided to come to Hamilton because he said it gave him a chance to play two sports at the collegiate level; he also wanted to spend four years in a typical, small college town, which is a nice change of pace from his suburban Boston home.

Like most athletes, Choate has a pregame ritual: "Every Thursday night, I get chicken parm and spaghetti from Alteri's," he explained. "This started sophomore year, and the next day we killed Middlebury, so I've been doing it ever since. Other than that, I like to get to the locker room early, hang around the team and get out to the field early."

When Choate is in need of some words of inspiration, he often turns to his parents, as he said, "They have always pushed me to persevere and reach my potential." However, Choate's dad

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